

# Training Club Magazine

**No. 6**

**2022**

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## - Digital Citizenship -

At the origin of the biases we have there is, above all, a lack of information about a person, a community or a subject. And to tackle the biases of the youth of Constanta, what is better than to address their actions online through digital citizenship.

From fake news to online harassment, online addiction and social media influencers, our 4 international volunteers from France, Moldova and Syria presented interactive educational workshops

to different classes and age groups. Using games and interactive educational methods, they gave young the people tools to improve their critical thinking. But above all, the opportunity to share their voice on these subjects.

This project was created within the framework of the European Solidarity Corps and co-financed by the European Union. Most of the workshops are inspired by textbooks and courses from the Erasmus+ Strategic partnership to develop open educational resources for teaching digital citizenship (DIGCIT), which is a partnership between organisations from Romania,

Cyprus, Greece and Germany, coordinated by TEAM4Excellence. It focuses on upskilling youth regarding their online presence.

This magazine summarizes the content and methods used during these meetings: Ice breakers, quizzes, case-studies, fact-checking, roleplay, debates or advice.

Happy reading!



**Together  
Everyone  
Achieves  
More**

**TEAM4Excellence empowers the youth community to share common values and responsibilities through experiences with young European citizens.**

**Our vision is to share and involve the local community. We work with European volunteers and give them the opportunity to become educators and mentors and to train people to share the same values.**

**For Europe and for the world. Over 1000 young people from Constanta and about 100 European youth benefit from our activities every year.**

**Together is better!**

## Our team



### **Ibrahim**

27 years old volunteer from Latakia, Syria. I'm an IT graduate. I decided to participate in this program to be in a direct connection with the Romanian society and learn more about the people here, which was an incredible experience because I learned so much. Moreover, I met many wonderful people and I also got to know myself better.

### **Doina**

27 years old volunteer from Moldova. In this project, I learned useful practices on how I can contribute effectively in society. At the same time, I discovered parts of myself through the people I have met and continue to meet. I am profoundly grateful for this amazing experience!



### **Lisa**

23 years old volunteer from Lyon, France. I'm a Social Sciences, Communication and Journalism graduate. I decided to volunteer not only to discover a new country and culture but also to gain professional and personal skills. It was a beautiful experience for me and it gave me a lot of knowledge for my upcoming projects.

### **Théo**

25 years old volunteer from France. I am a graduated journalist. I came in Romania to learn how to do interactive education, and I wasn't disappointed! Even though the teamwork was not perfect, we managed to do very relevant workshops for the young people we met. It even convinced me to make it part of my job in France!



## Project partners



### **MilleniuM (Moldova)**

"MilleniuM" Training and Development Institute (Moldova) is an NGO founded in 2000 that implements programs and projects in the field of personal, organizational, and community development. Its mission is to promote quality non-formal education by encouraging civic initiative and youth work at the local level by contributing to community development and transforming the concept of collaboration and partnership into a current practice of associative life in the Republic of Moldova.



### **IDC (France)**

Initiative et Développement Citoyen (IDC) was founded in 2010 with the aim of promoting sustainable development, international mobility, active citizenship, mutual cooperation, ecological commitment and intercultural learning. Its objectives are to develop a humanist approach based on social solidarity and to popularize the need for ecological preservation and a resilient vision for the future. IDC provides learning and capacity building opportunities for young people.



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## Strategic partners



**Project coordinators.** The association Team4Excellence (Romania) is an organization from Constanta focused on building a community of young citizens with the cooperation of Europe through the European Solidarity Corps and Erasmus+. To address societal challenges, we provide learning opportunities and career advice for social inclusion, development and employability of people, and equip trainers with key competences and skills to foster personal as well as professional development.



The Athens Lifelong Learning Institute has managed to establish a unique expertise in devising innovative learning and empowering methodologies that enable all people to actively participate in the social, political, cultural and economic life within their community. The guiding principle in the methodologies developed by the Athens Lifelong Learning Institute is to adapt existing systems and structures to the diversity of human needs – not the other way around. Through its work, the organization contributes to the combating of poverty, inequality and exclusion while at the same time fostering development.



SEAL CYPRUS is a non-profit organisation based in Nicosia, the ethnically divided capital of Cyprus. With participatory teaching and learning methods, SEAL CYPRUS motivates and empowers youth and adult learners to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Their work targets people with fewer opportunities (people who face social barriers, financial barriers, disabilities, learning difficulties, cultural differences, health problems or geographical difficulties), immigrants and refugees.



The Citizen Centre Bennohaus, Arbeitskreis Ostviertel Association (AKO) is a socio-cultural, cultural and educational, media pedagogical, multidisciplinary and cross-generational, open meeting place and a district community centre. It is a home for teaching media literacy and the qualification of citizens with skills of all kind. With its offers it appeals to citizens of all ages, beliefs and social classes, especially children, youths, seniors and immigrants, and inter alia concentrates on media work and education.

## Local partners



**Școala Gimnazială nr. 28  
„Dan Barbilian”**  
A secondary school from Constanța, founded in 1966, with students aged 10-14.



**Universitatea  
Maritimă, Constanța**  
A state-owned university with 5000+ students, aged 18-30.



**Colegiul Național  
„Mihai Eminescu”**  
One of the oldest high schools of Constanța, founded in 1919, with students aged 14-19.



**Școala Gimnazială  
„Ion Borcea”**  
A secondary school in Agigea, near Constanța, with students aged 10-14.





# Media & Information Literacy: Deconstruct the message

## PURPOSE

- Understanding how media messages are constructed, how to deconstruct media messages, and how to produce media as well as information content.

## MATERIALS

- Laptop, PPT presentation.
- Flipchart papers, candies.

## TARGET GROUP

15+ years-old.

## TIME

40 minutes.

## FACILITATION STEPS

1. Ice breaker: There are candies with different colors, each color is related to a specific question. A student chose a candy and discussed the question.
2. Showing students many ads. They should answer questions related to those and then share their answers with others.
3. The students have the opportunity to evaluate the session and give ideas to improve it.

## DEBRIEFING

1. We explain to them what media literacy is.
2. What are the common purposes of media?
3. What are the required steps to deconstruct media messages?

# Activity 01

Look at the poster and deconstruct the messages by answering the questions.

1. Whose message is this? Who created it or who paid for it?
2. Who is the "target audience"?
3. What is the "text" – the explicit message?
4. What is the implicit message?

Can you identify a part of the story that is not being told? What is your opinion?



The main idea of this activity is to train the students to read ads and to ask themselves many questions in order to find out the hidden messages behind these ads.

# Activity 02

An additional activity on how it is possible to deconstruct ads and how advertisers use them to be more persuasive.



**Subliminal messages**

- Advertisers use visual or auditory stimuli that the conscious mind cannot perceive, to strengthen the persuasiveness of advertisements

**Exemples**



**4 types of content**

Entertain	Persuade
Inspire	Educate

## VOLUNTEERS' VOICE

It was a great topic to prepare because we learned about the goals of ads and how they have hidden messages. Moreover, we also learned how ads are constructed and how we can deconstruct them. It was exhilarating to share this information with students and to see their willingness to learn. What got our attention is how they involved themselves in deep discussions with each other and tried to give their own ideas.



# Active Participation: Have an impact on your community

## PURPOSE

- Understand the needs of society and digital society.
- Talking about the youth's active participation.

## MATERIALS

- Flipchart papers and sticky notes.
- PPT presentation.
- Case study sheets.

## TARGET GROUP

15+ years-old.

## TIME

50 minutes.

## FACILITATION STEPS

1. Ice breaker: "Broken telephone" game with a funny sentence related to the topic.
2. Explaining what is the youth active participation and how it can have an impact on society.
3. Activity with examples and the students should say if it's active participation or not.
4. Case study on cyberbullying.

## DEBRIEFING

1. We explain how the students can make online active participation.
2. We talk about how we can have good participation online.



## Activity 01: True or False

Send an email  
to a parent



Complain about  
a new law in an  
Instagram story

Share a song  
you wrote /  
recorded on  
TikTok



Signing an  
online petition



Gossiping  
online with  
classmates  
about the  
teacher's shoes

Sharing an  
article you liked  
in a WhatsApp  
group



During this first activity, the students were split into different groups. They were asked to say if the examples are on active participation or not. It was not an easy exercise, almost all the time the different groups were not agreeing with each other on the answers. However, they really enjoyed the activity and they liked being in competition.

The case study allowed students to put themselves in other people's shoes and, therefore, to imagine what decisions they might make. In this case, it's about a girl who fell down the stairs and a video that went viral on social media. We asked the students to say what they would do if they came across this video and what would be the best kind of reactions to have.

## Activity 02: Case-study

It was a sunny Friday at Mihai Eminescu College. **Andreea is a young girl** who was **passionate about fashion** and wanted to become a model.

She had long dreamed of wearing modern dresses, skirts and heels, so **that day she decided to experiment on how to be a top model** right at school. It was in math class when the bell rang, and **she was rushing outside** to meet her friend from another class.

While she was reaching the stairs, **she tripped and rolled** to the last staircase. One of her colleagues Vasile **managed to film that and post it on Instagram**. He thought it was funny because **Andreea herself reacted with a long laugh** when she realized she was okay.

The video went viral on the internet. The whole school was laughing at her.

## VOLUNTEERS' VOICE

It was very interesting to speak about active participation with our participants. They learned how they can have a real impact and how they can participate in the digital society. The students enjoyed talking about cyberbullying and were involved in the activity. When we talked to them about it, they confirmed that it happens frequently in their high school.



# Access & Inclusion: Impact of news and media in democracy

## PURPOSE

- Enable young people to know the impact of media on democracy.
- Have good behaviors facing misleading or false content

## MATERIALS

- PPT presentation.
- Their smartphones.

## TARGET GROUP

15+ years-old.

## TIME

40 minutes.

## FACILITATION STEPS

1. Icebreaker: Pictionary game.
2. Explaining the roles of media in digital democracy.
3. Difference between a fake tweet and a real tweet about the Ukrainian war.
4. Good and bad habits when surfing the web.
5. Fact-checking activity about fake news and real news.
6. How to make a good fact-checking.

## DEBRIEFING

- Discussing how we can verify information on the internet.
- Explaining why it's complicated today to identify fake news on the internet, especially in the context of the Russian invasion of Ukraine.





### Activity 01

- 1 Right or wrong?
- 2 What details tell you that?



For the first activity, we showed two different tweets about this news: "Armed Ukrainian civilians". They were asked to find which tweet is a piece of fake news. There were many clues, like the date, the text in the tweet, which media and who post it, as well as what is in the picture.

For the second activity, the students were asked to fact-check different news. The first one was: "The Ukrainian president is fighting with his army". For example, we can see that it's a piece of fake news because, firstly, the photo is an old photo from another event in Ukraine. Also, we can see that at this time the Ukrainian president posted a video on Twitter from his office.

In the comments, she says it was a photo shoot in Russia

Using reverse search with Yandex (the Russian google)

Finally, we explained one way to fact-check a photo. For example, we can use the Russian main search-engine Yandex and its reverse search tool. Using this, it's possible to find the origin of the picture. In this case, we can see that the photo comes from a Russian girl's Instagram account, not a Ukrainian girl.

## VOLUNTEERS' VOICE

Today, with the internet and social networks, the information comes and goes really fast. Because of this, there is a lot of fake news and sometimes it can be very difficult to notice them. The goal of this workshop was to make the students understand how we can identify and verify those fake news.



# Ethics & Empathy: React to negative behaviours & ethical dilemmas

## PURPOSE

- How to have positive interactions online.
- How to react to negative online behaviors.
- How to develop critical thinking through discussion.

## MATERIALS

- PPT presentation, Feedback surveys, A4 papers, Pens, and Printed sheets.

## TARGET GROUP

15+ years-old.

## TIME

40 minutes.

## FACILITATION STEPS

1. Ice breaker: "Put in order" game. This activity is intended to grow empathy between students.
2. Social media examples of how to deal with negative online behaviors.
3. Activity to make students learn about positive and non-aggressive ways of commenting online.
4. How to face ethical dilemmas by using a six steps method.
5. How to take care of your self-image online.

## DEBRIEFING

The main objective of this workshop was to introduce students to ethical online behaviors and how to react politely with empathy. Besides, we also talked about how to take care of our online self-image.



**Example of a humoristic answer:**

Chrissy Teigen (American model & tv show host)



An example of how it's possible to respond to negative online behavior. It shows a polite and humoristic way to respond.

This exercise aimed to train students on how to respond and change negative comments into positive ones. That way, they can also help other people who are facing cyberbullying.

**Dealing with ethical dilemmas**

<b>Cheating</b> A common problem teens face daily at schools	<b>Lying</b> To fit in, avoid punishment, protect a friend...	<b>Snitching</b> Perceived as a betrayal, can lead to harsh rejection	<b>Experimenting</b> Peer pressure to smoke, drink alcohol, try other drugs
-----------------------------------------------------------------	------------------------------------------------------------------	--------------------------------------------------------------------------	--------------------------------------------------------------------------------

**Make an ethical decision:**

"Your friend is posting content about suicidal thoughts on her/his private social media accounts."

<b>Develop possible solutions</b> - Consider creative options! Discuss with your friends, family, adults?	<b>Put it in effect</b> - Should you just recommend your solution or implement it? How?	<b>Evaluate the solutions</b> - How would it help? What are the costs for you and others?
<b>Know the facts</b> - What is the nature of the challenge?	<b>List the concerns</b> - What can influence your decision? Who are the people involved and who will be affected?	<b>Complete your knowledge</b> - What other information do you need to make a decision?

**1. Respond to this commentary in a positive way:**

You're so fat, tell your mother to put less food on your plate because tomorrow we won't be able to fit in class because of you.

**2. Make this message non-violent:**

You were quite pretty before because you had good outfit ideas, but this pants doesn't suit you, this pants makes you deformed and big. I don't know what happened with you!

**Your turn!**

You will be given two hate messages

**Your task**

In groups, think about how you could react to first comment and how you can transform the second comment. You can imagine they were directed to you or someone else. Use some of the tools we shared with you!

**VOLUNTEERS' VOICE**

Nobody can deny the truth that social media play an important role in our lives, as well as the fact that the comments that people post every day on these platforms affect us deeply. Therefore, having the opportunity to do such a workshop was really enriching because we learned a lot of methods to help people online and to manage our own online reactions so that we can stand against the flow when it comes to ethical problems. Thus, sharing and building this skill with students was surely a great experience.





# Health & Wellbeing: Online media passions & addictions

**PURPOSE** • Understand media addictions and how to minimize them.

**MATERIALS** • PPT presentation.  
• Flipcharts papers and sticky notes.

**TARGET GROUP** 15+ years-old.






**TIME** 40 minutes.

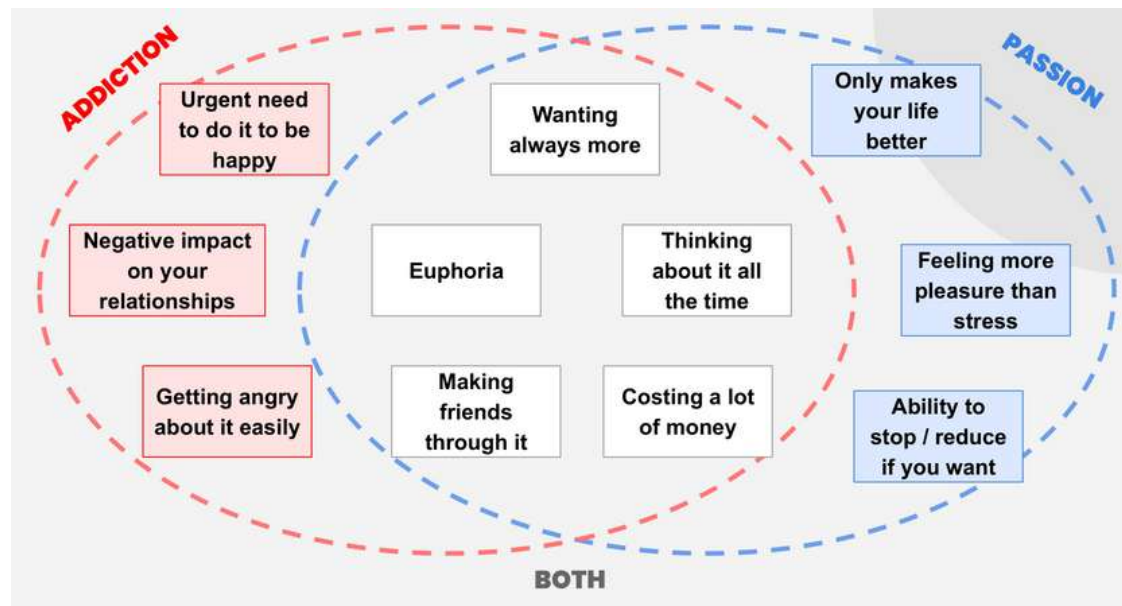
**FACILITATION STEPS**

1. Icebreaker: Exercises to energize the students.
2. Dividing students into teams of 4 or 5, depending on the media they prefer to consume. They should answer questions about their consumption of this media.
3. Explaining the difference between addictions and passions.

**DEBRIEFING**

- Explaining what is an addiction and an online addiction.
- Explaining how we can recognize that we have an online addiction.
- Make the difference between when we are passionate about something and when are addicted, and what's different in terms of mental health.

Video Games	Social networks		Watching videos	
	TikTok	Instagram	Youtube	Netflix
				



## VOLUNTEERS' VOICE

Our goal was to do prevention about the risks of online media addictions, whether it's social networks, video games, or streaming videos. Today, it is very easily accessible and people spend more and more time on their smartphones and laptops.

Thanks to these activities, they can now identify if their consumption of digital media has a negative impact on their mental health or not.

It was also important for us to make the difference between addiction and passion, as well as to identify the different impacts of both on our daily life.



## Consumer Awareness: How online advertisement & influencers work

- PURPOSE**
- To improve the competencies (knowledge, skills and attitudes) of the youth to understand online marketing techniques.
  - To make them aware of the methods and risks of online shopping.

**MATERIALS** PPT presentation, Bluetooth speaker, Cards for roleplay, Feedback survey.

**TARGET GROUP** 15+ years-old.

**TIME** 50 minutes.

- FACILITATION STEPS**
1. As an icebreaker, we played songs and asked students to guess the name and the artist of the song. They had to identify what makes a song sell well.
  2. Divided into groups, the students had to pick between two examples of Instagram-sponsored posts by influencers. Based on that, they had to answer questions.
  3. We then explained good behaviors for privacy and security while shopping online, as well as the risks they can face.
  4. Divided into groups, the students had to role-play to understand the rights and responsibilities of both consumers and influencers by "playing" them. The influencers had to sell a product and the consumers had to buy it or not.

- DEBRIEFING**
- In debates, several students admitted that they are influenced by advertisements, such as for alcohol products.
  - The roleplaying game only worked when students did it seriously, but the ones who did it said they had a lot of fun playing someone else!





## QUESTIONS ON SPONSORED POSTS:

- What marketing techniques does the company use to sell the product?
- What makes this advertising attractive?
- Would you buy this product yourself?
- What law would you invent to improve online marketing?

Most of the students quickly identified the strategies behind each Instagram post. Although they didn't have any idea for new specific laws, many of them expressed their need to know more clearly if a post is sponsored or not. We suggested it could be a law as well.



## FOR INFLUENCERS:

1. You have to sell your product
2. You must answer all questions
3. You can't lie about your handicap

## ROLE-PLAY RULES:

*An example of a pair of role-playing cards.*

## FOR CONSUMERS:

1. Decide if you buy the product
2. You can ask any questions
3. You must respect your given values

**INFLUENCER**

**YOU SELL:** New pair of sneakers that glows in the dark

**HANDICAP:** No information if kids are making those sneakers (maybe yes, maybe no)

**CONSUMER**

**YOU LIKE:** Fashion and new technologies

**BUT:** You want companies to respect workers and human rights

## VOLUNTEERS' VOICE

For tackling the subject of consumer awareness, we approached it with the closest example of advertising that our students were confronted with: Social media sponsored posts, notably by online influencers. But more than making them understand what strategies online ads use, we wanted to convey the idea that shopping online can also be done while respecting ethical values (whether social, ecological, or political).



# Volunteering & Multiculturalism #1: Discovering other cultures

**PURPOSE**

- To improve the competencies (knowledge, skills and attitudes) of the students from Scoala Gimnaziala n°28 to understand what volunteering and multiculturalism are.

**MATERIALS**

- PPT presentation, Pens, Whiteboard pens, Paper jar filled with small papers, Candies, Video projector, Printed papers with flowers images, Certificates, and Feedback.

**TARGET GROUP** 10+ years old.

**TIME** 50 minutes.

**FACILITATION STEPS**

1. We presented the organization and ourselves as volunteers.
2. As an Icebreaker, we played a drawing game. We asked one student to come on the board, pick a paper from the jar and draw the word they picked. Their peers had to guess what word it is and those who had guessed correctly won a candy. We played it three times.
3. We divided the students into 4 groups. Each group received an A4 paper with a six-petaled flower. At the center, different Romanian cultural elements were written: music & dance, food, funny facts and traditional holidays.
4. We explained what culture shock is by showing them a clip from the "Lost in Moldova" web series.
5. We summed up and gave the feedback surveys for students to fill in.

**DEBRIEFING**

- Through activities, students learned what are the different elements that constitute a culture and what multiculturalism means.
- They understood what is culture shock by reflecting together on the "Lost in Moldova" series.





## ICEBREAKER

To break the ice, we played a game of Pictionary. Three students, in turn, came to the board and drew a representation of their chosen word. It was a fun activity and the other students managed to guess all the words, sometimes with a little help. Afterward, we gave out one candy to each winner and, of course, at the end of the workshop, we gave out candies to all other students.

## ROMANIAN CULTURE

To understand what are the elements that compose a culture, we divided the students into 4 groups. Then, we gave each group a flower with a cultural element written in the middle. The flower had 6 unfilled petals in which they wrote examples. In the end, each group shared the results. Students enjoyed working in teams and even had fun!

## THE "LOST IN MOLDOVA" SERIES

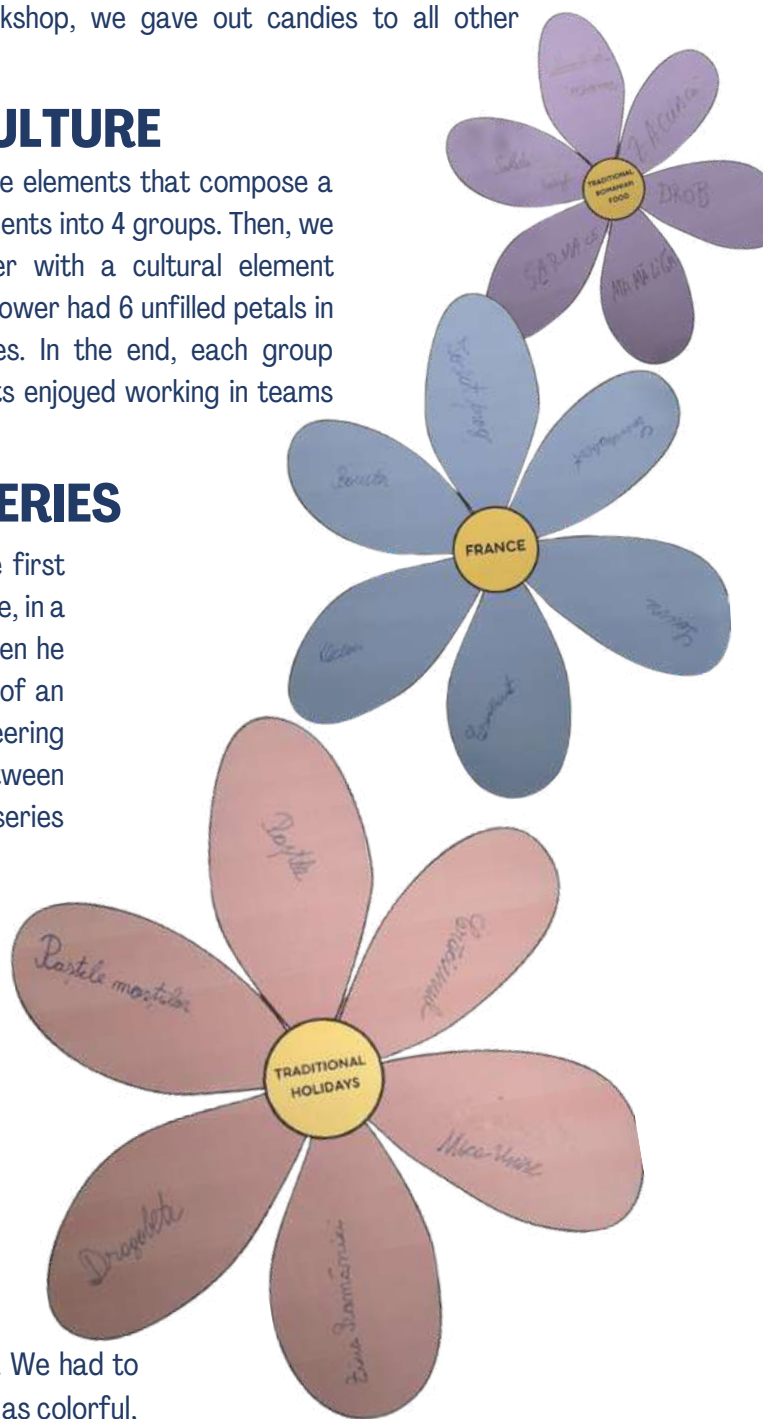
We showed to the students an extract from the first episode of the series "Lost in Moldova". We can see, in a comical way, the cultural shock he undergoes when he arrives in the country. This movie says the story of an American man who goes to Moldavia for a volunteering project. Indeed, there are lots of differences between American and Moldavian life. They liked a lot this series and they were displeased when we stopped it.

## MULTICULTURALISM

For the last activity, we talked about the culture of other countries. We used the same principle as the previous activity about Romanian culture. This time, we put in the middle of the flower different countries: France, Syria, Moldavia and Italy. Then, in the PowerPoint presentation, we showed the student many words mixed together about different countries' cultures.

## VOLUNTEERS' VOICE

The process of creating the workshop was a bit challenging. We had to put our creativity into practice a bit more, so that it would be as colorful, clear and simple as possible, considering that we did it with 6th-grade students. We really enjoyed seeing them having fun while learning.







# Rights & Responsibilities: Dealing with online sexual harassment

## PURPOSE

- Speaking about online sexual harassment and cyberbullying.
- The solutions against this and how we can help the victims.
- Showing tools and processes to address violations of digital rights.
- Their responsibility is to counteract when they notice such violations.

## MATERIALS

- PPT presentation,
- Flipchart papers and sticky notes.

## TARGET GROUP

16+ years old.

## TIME

50 minutes.

## FACILITATION STEPS

1. Ice-breaker: "The hanged man", the students should guess the topic of the day.
2. Definition of sexual harassment and discussion around this topic.
3. Case study: they should find solutions for when you are a victim, but also solutions if you know a victim.
4. We gave them some existing solutions in Romania.
5. We explained the different laws existing in Romania.

## DEBRIEFING

- For us, it was a very important subject to tackle because a lot of young people are confronted with it.
- This is a complicated topic to talk about; some students were very interested and involved but others were not very comfortable with this topic.

## Activity 01: Case-study

Sara, aged 13, lives in Birmingham, a large city in England (UK). She has recently been **chatting online with a boy one year older**, who she really likes. **When he asked her for a nude, she decided to send one, hoping he might go out with her.**

But now someone has told her that **her nude photo has been posted** on two different Instagram accounts. She feels distraught and does not know what to do. She is **too scared to tell anyone**, because she thinks she might get into trouble with the **police that could blame her for sending those photos herself**. She is worried the boy might get into trouble too.

She is **too embarrassed to speak to her parents or a teacher**. She feels like everyone has seen the image, and does not want to go to school. She has even considered taking her own life.


In this case study, we showed one frequent situation that happens in high schools. Sharing a nude photo is a situation that students face commonly. Especially nowadays, when the presence on social networks is very important. In this case study, we ask them to find solutions in case they are the victims or if they know a victim.

In this activity, we showed some specific examples of sexual harassment and cyberbullying. The students were asked to say if in each specific case there is a law in Romania that prevents this case or legally protects the victim. We wanted to show what they can legally do in those situations. Also, we wanted to say that, for now, not a lot of laws exist to protect people against online harassment.

## Activity 02

A stranger sends you an unsolicited dick-pic on Instagram 

Your ex-lover shares on Pornhub a sex-tape you consent to film 

One student mock you on TikTok because you're poor 

An friend shares a nude image of you on WhatsApp without you consent  

Multiple students mock your hair color on Twitter 

A student shares rumors via Snapchat that you had sex with him/her 

## VOLUNTEERS' VOICE

When we did this activity, we saw that the students were not comfortable speaking about this subject with each other. However, they really needed this because it's a contemporary topic that happens in almost all high schools.

Also, we noticed that this is not an easy subject to tackle with the students. It's important to find a good way to discuss this matter with the students.



# E-Presence & Communication: Make your digital footprints positive

## PURPOSE

- To raise awareness among students about: knowing that context matters to make decisions; knowing about their online footprints;; knowing how propaganda works as a communication strategy;

## MATERIALS

- PPT presentation, 13-pieces puzzle, Feedback survey, Bluetooth speaker, Paper A4

## TARGET GROUP

Youth between 12-18.

## TIME

50 minutes.

## FACILITATION STEPS

1. As an Ice Breaker, students played the game "Birthday line". Using non-verbal communication they had to put themselves in one line accordingly to their birth date.
2. We showed them an advertising video that shows a funny example of the consequences in real life of their actions online.
3. We gave to each student a puzzle piece and they had to put them together. The whole image contained the answer to the questions we asked at the end of the activity.
4. We showed them a video about propaganda.

## DEBRIEFING

- We encouraged students to find solutions and strategies to communicate using non-verbal communication.
- We made them aware of how much their online presence matters.
- We made them understand what is the bigger picture and encouraged them to look at things from more than one perspective before acting unwisely online.
- We made them reflect on how propaganda can influence their communication online.



## ICEBREAKER

To tackle our topic, we started as always with an icebreaker. This one is called the “Birthday line”. We asked the students to stand up and form a line based on their birth dates. The oldest student must be at the beginning of the line, the youngest one at the end. The goal was to push them to use non-verbal communication (writing, hand signs, nodding, etc). They managed to do it flawlessly!



### EXAMPLE

#### ONE GIRL'S DIGITAL FOOTPRINT...

A teenage girl with the Twitter handle “@Cella\_” did not want to go to work at her new job at Pizza Restaurant, so she Tweeted about it. And now she doesn't have to go to that job, because she was fired.

Her would-be boss, Robert Waple, saw the tweet (thanks to one his employees), and he let her know through Twitter that she didn't have to bother showing up.



## DIGITAL FOOTPRINT

Ibrahim showed students an example of how important is to be aware of what we post on the internet. Clearly, he showed a girl's post on the internet where she announces that she's been hired at a new job rudely. The consequence of this post is that her boss saw the post and fired her directly in the commentaries. Students understood what a digital footprint means and understood that their online actions can have both good and bad consequences.

## LEARNING ABOUT PROPAGANDA

Lisa showed the high schoolers an extract of Adam Curtis' four-parts documentary “The Century of the Self”. Precisely, it explains how Bernays used the 19th-century women's rights movement to persuade women to smoke cigarettes and break the taboo.

Many of them understood how propaganda worked in the context of advertising online. Also, they shared the example of an alcoholic beverage promoted a lot by Romanian influencers. They recognized that, sometimes, they are more driven by their desires than their real needs!



## VOLUNTEERS' VOICE

We believe that positive communication for a positive online presence is a current and important topic to be aware of. We trust that we have succeeded in raising awareness on this topic. Clearly, we are hoping that they will recognize easier if there is manipulation behind any type of online communication.



# Volunteering & Multiculturalism #2

## Confronting yourself to other cultures

### PURPOSE

- To raise awareness among students about: The different values of volunteering; How volunteering conveys multiculturalism; What culture shock is and How to cope with it.

### MATERIALS

- PPT presentation, Video projector, Jar with paper with emotions written on it, Feedback surveys.

### TARGET GROUP

14+ years old.

### TIME

50 minutes.

### FACILITATION STEPS

1. As an icebreaker, we played a game called "Play it with feelings". We asked someone in the class to volunteer. The volunteer picks a paper from the jar which corresponds to a specific emotion and pronounces a given sentence. The others should guess the emotion. We played it six times.
2. We asked students "Why would you volunteer?" After that, we showed the students the website of the European Solidarity Corps.
3. We gave students a quiz about multiculturalism. We divided the students into groups of six. Each group had to vote for the right answer. Groups won points when they answered correctly.
4. We explained to participants the easy and difficult sides of volunteering abroad.
5. We explained what culture shock is by showing them a sequence from the "Lost in Moldova" web series.
6. We sum up and gave them feedback surveys to fill in.

### DEBRIEFING

- They learned a bit of emotional intelligence through the Ice Breaker.
- They learned what is multiculturalism and how to work in a team via quizzes.
- They understood what is cultural shock from the funny movie.





That day, when we got to the school, some students from the 9-B class were happy to see us more than ever. Their emotions were infectious, so we started a workshop about **“Volunteering and Multiculturalism in Europe”** with smiles on our faces. About the workshop itself, structurally, we divided the workshop into three parts:

## 1

For the icebreaker, those who wanted had to say a given sentence with a specific emotion they chose from a jar. Afterwards, classmates had to guess the emotion.

## 2

For the first activity, students answered a quiz as groups of 6. It contained questions related to multiculturalism (see the right side of page).

## 3

The second activity was about cultural shocks. We showed them a part from the "Lost in Moldova" series. Then, they answered some reflective questions.

## VOLUNTEERS' VOICE

Our main objective in creating this workshop was to make participants curious about how many opportunities await them as young people. We understood that we did a good job by seeing them actively participating and getting interested. Also, the additional questions from a couple of students at the end of the workshop left us more than satisfied!

### Why volunteer?

- To help defend something you believe in
- To help people
- To gain knowledge and new skills
- To become more confident
- To meet different people



### An example of volunteering: the European Solidarity Corps (ESC)

- European volunteering program
- For people aged 18 to 30
- From 2 weeks to 12 months
- In EU countries or partner countries
- Variety of activities possible

European Youth Portal: [https://eurypa.eu/youth-solidarity\\_en](https://eurypa.eu/youth-solidarity_en)

By volunteering abroad, we get to discover a new culture while contributing to ideas we believe in.



### CORRECTION

Fan Fact #0

What is the origin of Pepperooni Pizza?



Fan Fact #6

This country went nearly three years without a president



### MULTICULTURALISM HAS...

#### Easy sides

- A different **culture to discover** (food, drinks, history, traditional parties...)
- **Earning different opinions, knowledge, problem solving skills, competences**
- **Making new friends**
- Getting **more tolerant** with minorities/ethnicities
- You can **learn a new language!**

#### Difficult sides

- Tensions with people you **may not agree with**
- Getting **frustrated by the differences**
- Local population can have **prejudices towards your culture**
- Language barrier: sometimes you **MUST learn a new language...**

### Series Lost in Moldova



Episode 1

→ What part of multiculturalism do you identify in this video?

→ What are the positive and negative impacts from the beginning of his travel?

### To sum up

1. Volunteering has a positive impact on the society and also on your own personal development.
2. There are volunteering opportunities for everyone.
3. Multiculturalism means that different cultures meet within society and they all bring something positive.
4. You can experience different cultures through volunteering!







## Filter Bubbles: Identify & Escape

### PURPOSE

- To understand better how a filter bubble works online and in real life.
- To improve own behaviors regarding this issue.

### MATERIALS

- PPT presentation, Printed papers, A4 papers, Feedback surveys.

### TARGET GROUP

14+ years old.

### TIME

40 minutes.

### FACILITATION STEPS

1. As an icebreaker, one of us told participants 3 facts about us and asked the students to guess which one was fake. Then, it was the students' turn.
2. We explained to them what is a filter bubble and the three categories of filter bubbles (social, opinion and cultural), both online and in real life.
3. Divided into groups, we made the students learn how and why their brain creates a filter bubble. We displayed on the board six thoughts their brain can have when facing a piece of information. The students had to match which cognitive biases are related to which thoughts.
4. We detailed the good & bad long-term consequences of filter bubbles.
5. In groups, participants learned how to avoid having polarized opinions. Facing a controversial subject, they discussed it together to know everyone's opinion and compose a collective & balanced opinion.

### DEBRIEFING

- To avoid being too theoretical, we gave many concrete examples.
- At the end, we took time to debate with them about their own filter bubbles & if they thought it was positive or not.

## DEFINITION OF A FILTER BUBBLE

On Facebook, Twitter, or Instagram, most of us choose only to follow accounts and content/opinions that we already like or agree with. In a nutshell, this is the online comfort bubble that we tend to stay in, rather than confronting ourselves with contradictory opinions.

### Activity 01 : How our brain create bubbles

a) « Yeah this opinion makes sense to me, so it must be true »

Confirmation Bias

b) « This crying lady is so sad, what they did to her is inexcusable »

Attentional Bias

c) « I learned in school that the government is corrupted, so I will always have doubt »

Primacy Effect

d) « I'm not sure that he helped the country, just that he insulted this politician »

Negativity Bias

e) « This is the more obvious answer, so no need to look further »

Less if Better Effect

f) « It's weird, yes, but that's the national television that says it! »

Argument from Authority



### BRAIN REACTIONS FACING INFORMATION:

- Too much to decide? It filters based on what we like/feel.
- Too much to remember? It only keeps what's necessary.
- Urgent need of information? It jumps to conclusions.
- Doesn't make sense? It fills the blanks with what we already know.

### CONTROVERSIAL OPINION EXAMPLES:

- "Sensitivity and vulnerability are signs of weakness".
- "Russians are responsible for the war".
- "Zelenskii is a national hero".
- "Roma people are uneducated".

In some groups, everyone had the same opinion... which is also a risk of being too polarized and not listening to the contrary!

### VOLUNTEERS' VOICE

It was the first workshop we create from scratch since the beginning of the project. It is also the first one we prepared in a duo, rather than as four volunteers. That way, we chose a subject that was important for us to share with the students: confronting themselves with new situations & opinions in order not to be stuck in an intellectual comfort zone. Because of that, we also shared our personal experiences of filter bubbles, which led to great exchanges with the classes!





# Biodiversity & Numerical Ecology: Learning about online & offline pollution

## PURPOSE

- Understanding the biodiversity and the water pollution in Romania.
- Understanding what are the numerical ecology and its solutions.

## MATERIALS

- PPT presentation, A4 papers, activity papers

## TARGET GROUP

15+ years old.

## TIME

40 minutes.

## FACILITATION STEPS

1. Ice breaker: Stories from our lives.
2. The definition of biodiversity, types of pollution, a video about pollution and the case of the pollution in the Danube river.
3. The definition of numerical ecology and its pollution.
4. An activity about numerical ecology.

## DEBRIEFING

- In the main two topics of this workshop, students were introduced to the pollution of their local area and about the numerical ecology.
- One of the activity's objectives was to show participants the pollution and emissions produced by technologies. Another objective was to make them do a comparison with other countries, in terms of pollution.



## Activity 1

Think of a country that you would like to visit on vacation one day. Go to Google and type in your vacation destination followed by "water pollution." Tell me what you found.

1. What kind of water pollution problems does this country have?
2. Is this problem similar to any of the areas we have discussed? How?
3. Would this water pollution problem prevent you from going there now that you know about it? Why or why not?
4. If you still plan to go, how do you plan to avoid/prevent consuming contaminated water

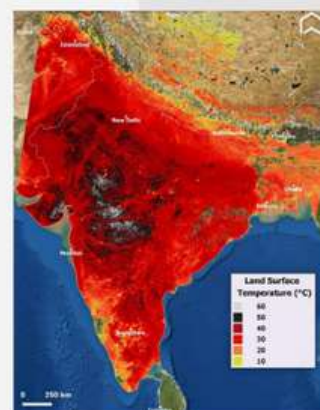


The main objective of this activity is to let the students search for information about different places on Earth and to share their answers in order for them to get knowledge about different areas and different ecological issues with different solutions.

A case study about what happened in India in May 2022, when the country suffered from a heat wave. The temperatures have reached an unprecedented level (over 50 Celsius degrees).

### The actual case of India

- ➔ Temperatures that have reached over 50°C.
- ➔ Between 6°C and 9°C above average.
- ➔ A country that could become unsafe to live in the next few years.



## Activity 2

1. Arrange the different examples from most to least polluting.
2. Try to explain your choices. Why do you think that?

### Activity correction :

1. All emails sent every minutes in the world: 816 tons of CO2
2. All the google searches every day in the world : 660 tons of CO2
3. One Bitcoin : 168,9 tons of CO2
4. Average consumption of an European person/year: 7,2 tons of CO2
5. 10 000 km with car: 2,53 tons of CO2
6. Return trip from Paris to New York : 1 tons of CO2
7. The production of one TV : 350kg of CO2
8. Storage of one NFT: 211 kg of CO2
9. The production of one Laptop: 103 kg of CO2
10. Spend one hour on Netflix: 100g of CO2
11. Electricity for one fridge each year: 95g of CO2

## VOLUNTEERS' VOICE

Preparing for this workshop was so interesting because we got the chance to know more about the local area of the Danube river. We also learned about the numerical ecology, the pollution produced by it, and the possible solutions. In addition to that, students were attracted to the topic because it has a lot of new information (i.e. the technologies' pollution).



# Podcast Workshop: How to tell a story with sound

## PURPOSE

- To learn how to write and tell a story effectively with sound.
- To learn how to record & interview people with a phone and to edit those sounds.

## MATERIALS

- Bluetooth speaker & fake recordings.
- Flipchart papers & pens.
- Participants' smartphones & computers.

## TARGET GROUP

Young English-speaker adults, interested in podcasts.

## TIME

4 sessions of 2 hours (8h in total).

## FACILITATION STEPS

1st session: After the presentations, Théo explained how a non-fiction storytelling podcast works. Then, each participant did a brainstorming exercise on a flipchart paper to learn how to choose a specific podcast subject.

2nd session: The participants listened to bad recordings and had to recognize which errors they must avoid repeating. Then, after learning how to use their smartphone for recording, they had to try to interview each other in duo.

3rd session: Théo explained how to organize a podcast plan. He then asked participants to practice with their own or with mock recordings.

4th session: The participants learned how to use the audio editing software Reaper: both for editing and mixing sounds. The last session also ended with a snack!

## DEBRIEFING

- The goal was to make everyone produce a podcast at the end, but it evolved into a more theoretical workshop about creating a podcast in the future.
- Even though the time management of each session was imperfect, the participants found the sessions interactive and easily understandable.



## "ZERO DRAFT" EXERCISE:

For the 1st session, "Zero Draft" was the main exercise to find a specific subject enough to be told in a 5 to 10 minutes podcast. One participant wrote a theme they liked at the center of a flipchart paper. Then, everybody developed this idea by writing around it:

- In blue, everything they found interesting about the subject.
- In red, what they would like to know about the topic; something that they don't already.
- In green, why one detail is important to know, according to them.

## BUILDING A PLAN:

For the 3rd session, the participants used either mock recordings or their own. Based of those, they wrote a plan:

- Choose a storytelling form (linear, chronologic, thematic, or else).
- Listen to recordings and keep the most interesting ones regarding a given topic.
- Describe each in a short sentence and rank them based on your podcast form.
- Fill the gaps with your commentary.

## VOLUNTEER'S VOICE

Contrary to the other workshops we did, this one was Théo's personal project in Constanța: "Being a radio journalist, I wanted to share my knowledge in podcast making to amateurs. To show that anyone can learn how to tell a story with audio, even if they are not journalists. It was a first both for me and the organization!

Sometimes I had trouble vulgarizing professional skills without getting too much into detail, but the small group of participants was benevolent enough to go through these setbacks with me. I'm happy that everyone had learned the basics of podcast making!"

## INTERVIEWS IN DUO:

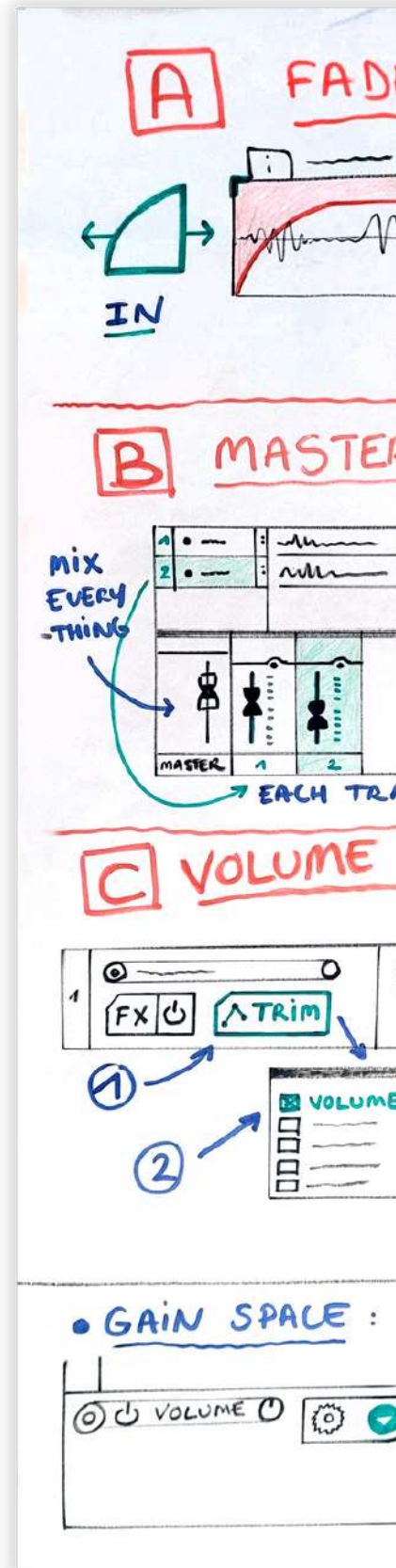
For the 2nd session, duos of participants interviewed themselves in turns, to learn good practices and be used to difficulties:

- Both of them chose a podcast subject they'd like to be interviewed about.
- Both listed 10 questions they will ask.
- After confiscating their list, both had 5 minutes to interview the other and get as many answers as possible. They had to stay natural, not formal.
- At the end, both of them had to chose one question they didn't ask. They had to ask it two times, in two different ways, to have two different forms of answers.

## AUDIO EDITING STEPS:

For the 4th session, the participants learned all the steps needed for editing audio through the software REAPER:

- Create 3-track lines (interviews, commentary, sound effects/music)
- Add, move and cut the recordings according to the storytelling plan.
- Add music & sound effects only after.
- Mix the sound levels before rendering.





## Workshop feedback

"I believe that the workshops have covered precisely what was missing from our curriculum. Lacking important updates, our schools sometimes are unable to prepare students for digital citizenship and they often fail to develop those essential skills that help students to handle their presence online. All the information was delivered by members of their generation, in a highly interactive manner."

- **Elena, English teacher**

"Your activities were great! You organized all the moments in each activity very well, you have the necessary skills to make the students interested by choosing interesting subjects. The students felt at ease in your presence. They were enthusiastic about participating in your activities. You easily established communication with them in a short time. I congratulate you once again and I hope you will come back! I was glad to have the chance to see another way of organizing and running such activities."

- **Monica, French teacher**

"I enjoyed the classes with the volunteers. They managed to capture the students' attention and keep them entertained with teamwork and topics on social issues."

- **Denisa, English teacher assistant**

### 9B class

In general, the students appreciated the workshops. In the different feedback we had, they wrote that they liked the different topics, and the activities and they learned a lot about different things. We had a lot of compliments and they were so grateful to us.



### VOLUNTEER'S VOICE

We are very happy to read all the feedback. Firstly, because we have good comments and it's very satisfying to realize the work we did. Also, it's very important to have feedback to take care of the student's feelings and always improve our activities. Especially because for almost all of us, it's the first time we do this job and we need to evolve every time.

### 10D and 10E Classes

In these classes as well the students were evolved and interested in the workshops. They said specially that they really liked to be in a team and work together. The thing was that there are not enough interactive activities.

## What are other results of the Digital Citizenship project?

Digital citizenship skills are undoubtedly some of the most valuable skills for a healthy society. Therefore, the DIGCIT project partners developed the following materials and we invite you to take a look at the results below, which included the work of all partners from Romania, Greece, Cyprus and Germany:

**10 ONLINE COURSES** focused on improvement of digital citizenship skills available in 4 languages English, Romanian, Greek and German, accessed by 1000+ users

- 150+ youth, learners and students from partners' countries suggested ideas for attractive online courses
- 40+ participants in the online courses gained badges and endorsed own skills, being awarded with the Course completion certificate.

**Scan the QR code below and start the following courses:**

1. Access & Inclusion
2. Learning & Creativity
3. Media & Information Literacy
4. Ethics & Empathy
5. Health & Wellbeing
6. e-Presence & Communications
7. Active Participation
8. Rights & Responsibilities
9. Privacy & Security
10. Consumer Awareness



**Moodle Practical Guide for Learners and Trainers** helps you take the online course in the most enjoyable way, find out how the platform works, how you can enroll to the course and take your certificate step by step with our guide specially created for your needs.

**A Manual for Instructors** - "Instructional design manual" elaborated following the interviews with 9 youth workers, reviewed by 120 persons from which 97 youth workers, trainers and teachers.

**4 articles** published in highly visible European journals highlight the results of DIGCIT project.

The **DIGCIT Guide to Assess Learning Styles** and **The Learning Styles Questionnaire** will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style and have a greater understanding of those that suit the style of others.

**Visit our website for even more materials:** <https://trainingclub.eu/digcit/>



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